

Guidance to Superintendents on the Common Kindergarten Readiness Screener



Districts will receive data through their District Assessment Coordinator only for students tested in their district and prior settings as reported by parents.

ALL PRIOR SETTINGS DATA WILL BE TREATED AS CONFIDENTIAL.

Although this information may be subject to release under the Open Records Act, there are no plans to publicly release it. **THIS DATA WILL BE TREATED AS CONFIDENTIAL.**

Because the data is confidential, it does not have the same level of suppression as public data in order to provide districts with the most useful information. Districts should be aware in the case of small counts (less than 10) or in the case of 100 percent readiness or non-readiness, individual students could be identified and the data will need to be suppressed before it can be shared with anyone other than the child's teacher.

If a district does receive an Open Records request, it should be directed to the appropriate legal counsel at the district or state level. At KDE, please direct questions regarding Open Records requests to Amy Peabody, amy.peabody@education.ky.gov. Again, data will need to be suppressed before it can be released to prevent identification of individual students. For questions and data suppression requirements, contact Dede Conner, dede.conner@education.ky.gov.

Per the Family Educational Rights and Privacy Act (FERPA), **no individual student data can be shared with prior setting providers, without parental/guardian consent.**

A sample permission form is attached. The completed form should be kept as part of district records like any other FERPA-protected data release permission. This is required only if discussing individual student performance with providers that are not district-run.

To make the most of the data, superintendents should:

- 1. Review disaggregated readiness data by domain.** Determine:
 - how the district can support children who are not ready and provide the necessary interventions
 - how the district can support students who are ready and provide enrichment opportunities to keep them engaged in learning
- 2. Review prior settings data.** Realize that there are many variables (whether a parent reported the prior setting accurately, how long the child spent in a particular setting, student demographics, etc.). While valid and reliable, the K-Screen is not perfect and is meant to be a tool to support parents, improve programs and strengthen the learning continuum from cradle to career.
- 3. With the assistance of the [Community Early Childhood Council \(CECC\)](#), share district readiness data with the individual prior settings providers.** In areas with both an independent and a county school district, superintendents will want to coordinate this effort. Provider contact information is available through the local CECC council.

In larger districts, meetings with multiple providers may be held to review *basic* information with individual prior settings data shared in writing with the individual providers. Again, in the case of small numbers or 100 percent readiness/non-readiness that could reveal an individual student's identity, the data will need to be suppressed before it is shared with the provider or a data release permission form signed by the parent/guardian.

4. Review the Kentucky Early Childhood Data System (KEDS) data with your preschool coordinator to understand the growth made by students exiting the state-funded preschool program.
5. Work with the Community Early Childhood Council to make sure parents, preschool, Head Start and private child care providers know **what resources are available to help them improve early learning opportunities for children in their community**.

[School Readiness Definition](#)
[School Readiness \(adapted by a district\)](#)

[Early Childhood Learning Standards](#)
[Parent Guides](#)

6. Build strong partnerships with the [Community Early Childhood Council](#), early care providers and other community partners to establish a cooperative relationship aimed at continuous improvement.
7. Interact with media, parents, prior setting providers and school board members emphasizing **what the kindergarten screen is and isn't, why and how it is being used, and the benefit of the screener to children**. – SEE TALKING POINTS BELOW.

K-Screen Talking Points for Superintendents

- The road to college- and career-readiness begins in early childhood before a student even starts school. It's the first step in cradle to career education in Kentucky.
- We want the best opportunities for our children which is why we are conducting K-Screen. It is a snapshot of what each child knows and is able to do upon starting kindergarten for the first time. It is not an exam that determines entrance to school or school accountability.
- The K-Screen can help identify children who need extra help early, so interventions can be put in place to help them catch up, minimizing achievement gaps and preventing gaps from growing larger in later years. In addition, if students who are advanced are identified early, enrichments can be provided that allow them to accelerate their learning.
- The results of the K-Screen are one data point in a system of measurement. Kindergarten teachers see the readiness results as soon as student answers are entered in to the Brigance Online Management System, so the results are used to make instructional decisions early in the school year.
- Prior settings data is provided by parents and includes many variables. Direct comparisons between prior settings categories are discouraged since they may be skewed by things such as how long a student spent in a particular setting, whether the program was full time or part time and the child's family background. K-Screen data alone should not be used to determine the quality of a preschool program or early care facility.
- Resources to support quality early learning experiences are available on the [Kentucky Department of Education](#) and [Governor's Office for Early Childhood](#) websites.

Additional Talking Points regarding 2015-16 K-Screen results for Superintendents to use with internal district staff:

- The minimal increase in readiness scores statewide suggests that improving school readiness involves a systemic, cultural shift, which is not immediate.
- Incoming kindergartners' needs will fluctuate. How can our district use the results to make proactive decisions to reach as many children as possible before they arrive in kindergarten? One idea is collaboration with Family Resource/Youth Services Center staff to determine possible needs, as they are often familiar with families in the school community and younger siblings of current students. Do you have other ideas?
- Prior settings data is more complete this year, with only 1,947 "unknowns" statewide. How can our district use this data? Where are the students who need to be reached?
- Though small, there was a statewide gain for Students with Disabilities and Free/Reduced lunch students, part of the gap population. However, there was a drop for LEP students. Where did our district see gains or dips? What is our district doing to accelerate learning for these students and close the achievement gap early?
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Sample parent/guardian permission form
for sharing individual student K-screen data with prior setting provider

To: _____ School District

RE: _____

Student's First Name Middle Initial Last Name

Permanent Street Address City State Zip Code

Under the Family Educational Rights and Privacy Act (FERPA), I, _____, parent/guardian of
_____ (student) grant the _____ (school district) permission to disclose the following
information from my student's education records to _____, the preschool/daycare my student formerly
attended:

(list of information from student's education records to be disclosed by district to preschool)

Parent/Guardian Name(s) (print) _____

Parent/Guardian Signature: _____ Date: _____

Address _____

City, State, Zip _____

Telephone _____